



Gretton
School

Destinations and Achievements



Recognition and Reward

Student achievement is recognised at many levels. Praise and merits are used to reinforce the meeting of targets, for positive behaviour as well as good work. Students can exchange merits in the Merit Shop for motivational items of their own choice.

Achievements are shared with parents through regular communication; there is a tutor report at the end of the autumn term, parents evenings and a full subject report at the end of the year. We also celebrate achievement throughout the school day, during daily reflection and reward times.

At the end of each half term, we hold a highly individualised achievement celebration, where specific achievements are recognised in a whole school assembly.

Progress is assessed each term and reported to parents. This is expected to be in line with, or better than, national averages. By supporting pupils to identify and evaluate their own progress and achievements, we enable them to take ownership of their learning and make important choices about their futures.

Student Success



Student A

Student A joined Gretton in 2012. On arrival he displayed high anxiety and needed to be accompanied everywhere by his 1:1 teaching assistant throughout the school day. He also had sensory issues which presented difficulties with food, noise and smell.

Throughout the intervening years, Student A has made tremendous progress; he is no longer in receipt of a 1:1 assistant, he travels independently – some days taking a train and bus outside of the City to get himself home – he has also planned and negotiated a visit to London using public transport, with minimal staff involvement.

Academically, Student A has achieved a B grade in GCSE English and GCSE History and has passed GCSE Maths and secured an E grade at AS English. He studied AS History, A Level Sociology and A Level Psychology in the Sixth Form and plans to attend university in London.



Student B

Starting at Gretton in 2011, Student B was a withdrawn and highly unpredictable young man, prone to verbal outbursts and unable to engage in school work.

Over the years, he has grown and matured, and with the right support and coping strategies in place, he has been able to regulate some of his more extreme emotional responses. Student B has grown into an open minded and affable young man whose confidence and self-esteem have grown exponentially over the last couple of years to the point where he is now able to attend a work experience placement, take driving lessons and travel independently.

Academically he has achieved passes in GCSE English and Maths and is working towards GCSE History, RE and English Literature. Student B is also a keen musician and enjoys playing as part of the school band. He has performed for audiences of pupils, staff and parents on multiple occasions and regularly attends music festivals and events with his friends and family.



Student C

Student C came to Gretton in 2013 and since then he has grown and matured in a myriad of different ways. When he first started, he presented as a shy and anxious young man who was extremely resistant to being taught or doing academic work of any kind. This resistance began to dissipate over time as relationships were built with peers and staff.

As a result of these relationships, coupled with a solid support network which he did not have in his previous setting, he began to engage academically. Alongside his academic engagement, Student C also attended Cambridge Regional College one afternoon a week where he was able to learn vocational skills such as motor mechanics, catering, horticulture and woodwork. These sessions suited his learning style and allowed him to feel a sense of achievement which boosted his confidence and self-esteem, in turn, helping him make friends back at school.

Student C enjoys coming to school; this is obvious to us from the way he enters the classroom in the mornings to the way he interacts with staff and peers. As a result of this he now takes very little time off school and is on track to achieve in his forthcoming examinations.

